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PROBLEM-BASED LEARNING AS A TEACHING METHOD

Modern teaching demands the using of techniques resulting in high level of wide information learned. Such techniques are called interactive ones as teaching is based on mutual activity and discussion when students develop skills in analytical thinking and reflective judgment by reading and discussing complex, real-life scenarios and concerning alternative points of view.

Problem-based learning as a teaching method consists of carefully designed problems that challenge students to use problem solving techniques, self-directed learning strategies, team participation skills, and disciplinary knowledge. These problems are cases and so the technique of such teaching is known as case-study.

Case-study becomes actual method in professional education due to the following tendencies [1]: a) modern education aims rather special competency forming, intellectual activity developing, than getting some knowledge; b) one of the requirements for specialist's competency is ability to behave in optimal way in different situations.

One of case study pros is involvement students to participate in principles definition process through abstracting from specific examples. It develops skills of problem solving, analytical techniques using, acting in controversial situations. Another valuable feature is implementation of problem-based leaning, which is a tool for decision making in real life because of demanding not only knowledge but its usage while forming own point of view and solving the problem. As the educational strategy case study is: "… a bridge between theory and practice and between education and work." [2, p.182]

Cases are stories which present realistic, complex, and contextually rich situations and often involve a dilemma, conflict, or problem that one or more of the characters in the case must negotiate. A good case study, according to Professor Paul Lawrence is: "…the vehicle by which a chunk of reality is brought into the classroom to be worked over by the class and the instructor. A good case keeps the class discussion grounded upon some of the stubborn facts that must be faced in real life situations." [3]

Cases range in duration and amount of information and may be considered and analyzed with the use of diverse ways depending on the case per se and the purposes defined. They may be long or short; real or just realistic; include all necessary information to be discussed for solving the main problem or only bits of data for finding the rest (during out of classes studying); demand from student to solve the problem or just define it.

There may be different sources to find the case. The material for a case study can be drawn from instructor's professional experiences, from current events, from historical sources, etc. Whatever the source, an effective case study is one that tells a "real" and engaging story; raises a thought-provoking issue; has elements of conflict; promotes empathy with the central characters; lacks an obvious or clear-cut right answer; encourages students to think and take a position; portrays actors in moments of decision; provides plenty of data about character, location, context, actions; is relatively concise. [4]

There are many variations in how case studies can be utilized, but these steps-recommendations for an instructor provide a general structure for how to lead a case-based discussion:

• Give students full time to read and think about the case. If the case is long, assign it as homework with a set of questions for students to consider.

• Introduce the case briefly and provide some guidelines for how to approach it. Clarify how you want students to think about the case.

• Create groups and monitor them to make sure everyone is involved.

• Have groups present their solutions/reasoning.

• Ask questions for clarification and to move discussion to another level.

• Synthesize issues raised. Be sure to bring the various strands of the discussion back together at the end.[5]

Case studies can be used in any discipline when instructors want students to explore how material they have learned applies to real world situations. This method can be effective teaching tool in course of English for professional purpose. It is possible to present cases as video- or audio material, as well as in reading. Depending on the complexity of material and the students level of English an instructor may duplicate the content.

Cases come in many formats ranging from simple comprehension questions (e.g.: Who are the characters of the case? Where do the events occur? What does every participant do?) to general or detailed description of the case with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on the course objectives.

The usage of case-study method in foreign languages teaching enables to develop students' speech, communicative and creative skills, promotes to improve their learning interest to the discipline and future profession.

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ПРОБЛЕМИ ТА ПЕРСПЕКТИВИ ВПРОВАДЖЕННЯ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ В ОСВІТНЬО-ІНФОРМАЦІЙНОМУ ПРОСТОРІ

Одне з головних завдань освіти в умовах розвитку інформаційного суспільства – навчити студентів використовувати сучасні інформаційні та комунікаційні технології. У зв'язку з цим виникає нагальна потреба у прискоренні підготовки викладачів та фахівців у сфері інформаційних та комунікаційних технологій, в оснащенні закладів освіти сучасною комп'ютерною технікою, електронними підручниками тощо.

Впровадження інформаційних технологій як засіб інноваційного розвитку освіти має не тільки позитивне, але й суперечливе. І хоча в кінцевому розумінні інформаційні технології практично завжди